

# **Culturally Responsive Education**

## *Becoming a Culturally Responsive Educator*



**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

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### Presenters

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Dr. Howe is the founder of the New England Conference on Multicultural Education (NECME) and Past President of the National Association for Multicultural Education (NAME). In 2006 he was named the G. Pritchey Smith Multicultural Educator of the Year at the Annual NAME Conference in Phoenix, AZ. He was an Honoree at the 11th Annual "Immigrant Day" at the State Capitol in 2008, a day to honor immigrants from throughout Connecticut who have made valuable contributions to their communities and/or professions. In 2012 he was recognized with an award from the Pakistani American Association of Connecticut (PAACT) for his service to the community.

He is on the boards of several organizations, including the Anti-Defamation League's Making Diversity Count Advisory Board, National Advisory Board STEM Equity Pipeline, Human Rights Campaign (HRC) Welcoming Schools National Advisory Council, Native Village Board of Advisors, University of Connecticut Asian American Studies Institute; the editorial board of Multicultural Perspectives, the official journal of the National Association for Multicultural Education (NAME); and Senior Advisory Council for The National Association of Asian American Professionals (NAAAP) Connecticut.

He has a B.A. in Psychology from McMaster University; a B.Ed. in Elementary and Special Education from the University of Western Ontario; a M.S. in Management Science from Lesley University School of Management, and his MA and Ed.D. from Teachers College/Columbia University.

He has been an educator for over 35 years in the U.S. and Canada and has made seven trips to China and one to South Africa to study multicultural education. In 2007 he made his first trip to Israel to study the Holocaust. He has given over 400 workshops, lectures and keynotes on diversity, multicultural education and organizational development. He is a regular presenter at state and national conferences, has appeared on both radio and television on diversity issues. Over the past eighteen years, he has trained over 15,000 educators.

In addition to several articles, he has coauthored a textbook on multicultural education and was a coauthor of the Handbook for Achieving Gender Equity through Education, 2nd Edition.

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Kim Traverso has 15 years of experience working as a professional school counselor, school counseling and admission director and an education program specialist. Currently, she is the Connecticut State Department of Education Consultant for School Counseling Services and Programming. She received her Masters of Science in Counselor Education from Canisius College in Buffalo, New York. She worked on a national research project to study post traumatic stress disorder in women at SUNY-Buffalo in the Social Psychology Department. In addition, Kim is completing her sixth year in Educational Leadership from Southern Connecticut State University.

Kim is a board member for the Connecticut Association for Counselor Educators and Supervision (CACES) and the Connecticut School Counseling Association (CSCA). She designs and offers professional development programs for school counselors, directors and administrators concerning guidelines, best practices and appropriate and effective delivery of a comprehensive school counseling program model and program accountability which includes SRBI 3-Tier Framework for the comprehensive school-counseling program based on secondary school reform. She serves a vital role in maximizing student achievement across all domains (academic, personal/social and career) to support school improvement initiatives and to be a leader in advocating for better outcomes for all students.

Additional, Kim developed and implemented a district-wide Beginning Teacher Mentor Support Program, a teacher recruitment/retention action plan and best practices for attracting, recruiting and hiring teachers, consultants and administrators. The systematic plan promoted reflective practices to build and sustain an equitable and diverse learning community to support teacher growth and to improve academic achievement and quality education for all students.

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## The #1 Responsibility of Schools

Ensure that all students feel safe, both physically and emotionally, in order for learning to occur at its optimum.

### Participant Objectives

1. Gain an understanding of culturally responsive education and its implementation.
2. Enhance understanding of how culturally responsive education can increase student achievement.
3. Learn the characteristics of culturally competent teachers and schools.
4. Learn how to engage families.
5. Acquire cultural competence skills.
6. Learn how to prepare students for a diverse world and workplace.
7. Complete a self-analysis of personal biases.
8. Learn how to develop multicultural lessons.

### Course Overview

Module 1: An Historical Perspective

Module 2: Defining the Need for Culturally Responsive Education

Module 3: Understanding and Working with Bias

Module 4: Cultural Competence – Aspects of Culture, Global Skills

Module 5: Understanding Student Characteristics and Needs

Module 6: Characteristics of Culturally Responsive Teachers and Schools

Module 7: Families as Partners in Education

**Connecticut State Board of Education**  
Hartford

**Position Statement on Culturally Responsive Education**  
May 4, 2011

Culturally responsive education supports students in developing a lifelong appreciation for understanding and valuing cultural understanding in all settings of life. The incorporation of culturally responsive education as a critical component of all current curriculum, activities and services is a mainstream pedagogical practice that can serve to improve the academic lives of all students.

Connecticut's public schools are plagued with persistent achievement gaps between wealthy and poor students and between white students and students of color despite numerous initiatives to break this cycle. Recognizing that the school population is becoming increasingly diverse and that the nations of the world have become all the more interdependent, the Connecticut State Board of Education supports and affirms the importance of a culturally responsive education for all students.

A study of the research on effective educational strategies points us toward a theory of teaching and learning that addresses the important role of knowing and understanding the culture of our students and using such knowledge to inform curriculum development and teaching methodologies. This body of knowledge, known as culturally responsive education, will also better prepare all students to enter a diverse workforce and compete for jobs with their counterparts in a global economy. Opportunities are needed to examine personal biases, gain understanding of the complex life issues faced by others, and to develop the skills and attitudes necessary to work with and live alongside others from different cultural backgrounds. The theoretical foundation of culturally responsive education acknowledges that one of the key factors influencing poor student achievement among students of color is the cultural incongruity between the school and the home. This combined with a further cultural mismatch between teaching styles and curriculum, and that of the culture and learning styles of students of color, leads to a failure to engage students effectively.

Culturally responsive education is a teaching approach that helps students use their cultural backgrounds to aid in the acquisition of knowledge, skills and attitudes. Culturally responsive teachers use culturally relevant instructional material, affirm student cultural identities, and use cultural backgrounds as a knowledge base for learning and academic success. Further, family involvement and community partnerships are encouraged. While helping to close the achievement/opportunity gaps, culturally responsive education also helps fight racism and other forms of discrimination, bias and oppression. Through this process all students can become skilled at working within a diverse world. Early and frequent interactions with students from different cultures, ethnicities, religions and other forms of differences, as well as learning the beliefs, values, customs and perspectives of others, should be a natural part of the curriculum.

The Connecticut State Board of Education acknowledges that sufficient, specialized and appropriate resources must be provided to close the achievement gaps between high-performing and low-performing students, males and females, and students of different racial, ethnic and socioeconomic groups. To close the gaps, schools must provide high-quality, academically-focused extended learning opportunities to refine and strengthen students' skills. Culturally responsive education can help meet these needs.

America is one of the most multicultural of all nations. A society rich with a variety of cultures, contributions, perspectives, assets and strengths adds to the ongoing grand experiment envisioned by the founders of this country; a democracy based on many coming together as one. Americans succeed, not when we ignore differences, but when we embrace them. Our diversity is our strength.

## **Position Statement on Culturally Responsive Education**

### **Guidelines for Policymakers**

**January 17, 2012**

The Connecticut State Board of Education (CSDE) provides the following guidelines to support collaboration among the state's various stakeholders to build high-quality, comprehensive, coordinated and culturally responsive education programming in the state.

#### **Connecticut State Department of Education's Responsibilities:**

Develop and promote a comprehensive, statewide program to implement Culturally Responsive Education in schools as a means to increase student achievement and student engagement.

- Provide resources and technical assistance to school districts to help implement a Culturally Responsive Education, in accordance with this policy statement. This leadership includes promoting strong student and family engagement and the full involvement of all major partners.
- Provide professional development to train educators and highlight best practices in Culturally Responsive Education.
- Employ highly qualified, experienced educators as departmental curriculum consultants and program managers who reflect the racial and ethnic diversity of our student body, and who are knowledgeable about culturally responsive education content, methods and pedagogy, including culturally responsive diagnosis, measurement and assessment.
- Take leadership in guiding statewide efforts to increase recruitment and retention of teachers of color.
- To ensure a safe school climate, designate State Department of Education staff, to the extent of its authority, to provide oversight and technical assistance to create positive school climates and anti-bullying practices that are consistent with state and federal civil rights laws and bullying legislation.

#### **School District Responsibilities Pre-Kindergarten-12:**

Create a culture of value and support for the meaningful discussion of culture throughout all schools.

- Develop and implement policies and procedures that assist teachers and administrators in creating Culturally Responsive Education learning environments that address every student's needs.
- Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students.
- Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation.
- Provide safe and effective learning environments to discuss cultural differences, such as race, religion and national origin at all grade levels.

- Promote efforts to improve school climate as a critical component for effective learning and school reform.
- Employ highly qualified teachers who are knowledgeable about culturally responsive education content, methods and pedagogy, including culturally responsive diagnosis, measurement and assessment.
- Implement high-quality, culturally responsive prekindergarten-12 curriculum, instruction and assessments aligned with state expectations.
- Review all disciplinary policies to ensure that they encourage students to stay in school rather than excluding them from school.
- Ensure full compliance with state bullying laws and all state and federal civil-rights legislation.
- Provide leadership to lead districtwide efforts to increase recruitment and retention of teachers of color.
- Collaborate with all families, with particular outreach to culturally diverse families in the development of curriculum, instructional methods and expectations for student learning.
- Encourage community participation in events during and beyond the school day which promote the importance of culturally responsive education.
- Provide appropriate resources for a broad array of extra-curricular programs to maximize the number of students involved and connected to school in constructive, adult-supervised activities (e.g., clubs, leadership activities, service learning, and peer mentoring).

### **School Responsibilities:**

Require the development of Culturally Responsive Education strategies and methods that lead towards cultural competency across all content areas supporting skills needed in a global workforce.

- Implement a system of support for all students that include supplemental and intensive education about and in response to cultural backgrounds.
- Demonstrate a respect for students' identities and welcome a diverse community to participate in schools.
- Acknowledge and respond to students' diverse learning styles.
- Provide opportunities for students to engage in activities (e.g., clubs, leadership activities, service learning and peer mentoring) that promote a school climate for learning about different cultures.
- Provide an environment rich in culture of all forms, from teaching materials to teaching strategies in all school curricula and classrooms.
- Work with and support families to identify and address their critical role to assist in providing a culturally responsive learning environment.
- Invite parents and other community members into schools to share their home cultures with the school community.
- Increase sensitivity and understanding of the process of second language acquisition that students experience by encouraging teachers to learn a new language.
- Ensure that all professional opportunities are culturally sensitive and inclusive.

**Teachers/Staff Responsibilities:**

Differentiate and individualize instruction to ensure the cultural learning needs of all students.

- Maintain high expectations for all students regardless of cultural background and experiences.
- Use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.
- Help students understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases of researchers and textbook writers influence the ways in which knowledge is constructed.
- Use cooperative and independent learning strategies to maximize classroom learning. Students are encouraged to work with other students on research projects and assignments that are both culturally and socially relevant.
- Participate in professional development activities that incorporate the cultural concerns of all school community members.
- Determine students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.
- Develop and organize coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.
- Integrate learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.
- Monitor student learning and adjust teaching during instruction in response to student performance and engagement in learning tasks.
- Provide meaningful, appropriate and specific feedback to students during instruction to improve their performance.
- Use research-based practices to honor all learning styles.
- Ensure that instruction is challenging, relevant and engaging for all students.
- Hold cultural sensitivity discussions with students, but especially when literary selections or references present negative stereotypes.
- Explicitly teach and role model important values, appropriate classroom behavior, respectful and appropriate treatment of others.
- Focus attention on students from traditionally marginalized backgrounds, which are also at the most risk of failing, to become empowered "intellectual leaders" in the classroom.
- Recognize that the culture of students of color may differ dramatically with the classroom and school.
- Create a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.
- Treat students as individuals while recognizing that identification with their cultural group is often an evolving process.
- Teach the importance of all students in developing cultural competence.
- Acknowledge and utilize students' true-life experiences as legitimate parts of the curriculum.
- Plan and implement instruction that support student culture and educate all students about cultural concepts.

- Develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experience to effectively connect their culturally- and community-based knowledge to the classroom learning experiences.
- Vary teaching approaches to accommodate diverse learning styles and language proficiency.
- Develop a repertoire of strategies that will meet the needs of and support the learning process for English Language Learners in their mainstream classes.
- Stay current on content and pedagogy related to Culturally Responsive Education and multicultural education.
- Provide varied assessments and use the results to inform instruction.
- Collaborate with peers to improve Culturally Responsive Education for all students.
- Foster more systematic and appropriate use of culture to enhance instruction.
- Engage and support families in fostering children's cultural awareness and development and seek input from families to make meaningful connections to students' lives.
- Help students develop a sense of civic responsibility toward their immediate community, the nation, and the world.

### **Higher Education Responsibilities:**

Prepare teachers to work with diverse students and prepare all students for a global society.

- Ensure pre-service teachers are provided with course work in English as a second language acquisition and culturally responsive instructional practices.
- Research and develop programs to increase the number of minority teacher candidates and provide pre-service teachers with rigorous coursework in culturally responsive education across the content areas.
- Partner with CSDE and school districts in providing professional development in research-based strategies in culturally responsive education.
- Provide rigorous culturally responsive teacher education programs, linked to national and state standards, with depth and breadth to scientifically-based content and pedagogy, including cultural diversity and cognitive learning style theory and research.
- Develop ongoing, systematic partnerships with schools to support and enhance culturally responsive education programming.

### **Family and Community Responsibilities:**

Work with the school to support children's cultural learning across content areas.

- Teach children the importance of developing cultural competence.
- Proactively communicate in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.
- Learn how one's race, gender and culture affect professional interactions with students, families and colleagues.
- Create a culture of college and career readiness. Collaborate with administrators and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects.
- Respect the dignity of each family, its culture, customs, and beliefs.
- Teach children to respect the ethnic and racial diversity of others.

- Stimulate children's interest in culture by involving them in a variety of culturally-rich activities (e.g., conversations, songs, stories).
- Encourage children's interests in culture by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting reading, writing, listening, speaking, viewing and presenting skills.
- Use community resources to support children's cultural development.
- Provide consistent care and model pro-social behaviors, set strong examples and correct inappropriate actions (e.g., resolving conflicts peacefully, demonstrating tolerance and respect for individual differences, and encouraging lifelong learning).
- Become involved and engaged in school programs, practices and activities.
- Communicate regularly with classroom teachers and other relevant school personnel.
- Volunteer at school as appropriate and allowable.
- Participate in collaborative school and family efforts and functions.
- Allow children to engage in conversation about the cultural climate experienced in his/her school.
- Seek out information regarding the cultural climate in the school district and ways in which you might support and enhance cultural competency in the schools.

### **Student Responsibilities: (as developmentally appropriate)**

Engage in comprehensive efforts to learn about one's own cultural history and an understanding of how culture affects learning.

- Demonstrate a respect and understanding of individual differences and diversity and demonstrate respect toward others.
- Contribute to creating and sustaining culturally rich learning environments, such as sharing of your own culture and experiences,
- Observe the laws, rules, policies, and procedures of the classroom, school, district, community, state and nation.
- Serve as a positive role model toward others in school, at home, and in the wider community by living a life that demonstrates empathy, caring and compassion.
- Become actively involved in school activities in addition to academic requirements.
- Develop positive and meaningful relationships with peers and school personnel.
- Begin developing the positive attitudes and skills necessary for entering a diverse, global workforce.
- Learn to speak another language.

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## ***Cultural Questions***



1. Have you ever been reluctant to work with a learner from a particular cultural group because of your perception that they are not good learners? Have you heard this from colleagues? Have you heard this from other learners? Describe your reactions.
2. Have you been aware of colleagues or other learners who ascribe stereotypic labels to learners because their primary language is other than English? Do you think they would respond in the same way if the accent was French or Danish? What if it was Arabic or Swahili? Why or why not?
3. Have you heard colleagues or other learners excuse the low academic performance of learners in a nondominant group by pointing to the one person who is an outstanding example in that group? How do you react in that situation?
4. After thinking about the best teachers you have had, list the teaching practices they employed. What did they do? What happened in their classrooms? Did they make you feel special? How? Can you remember whether they reached out only to you, or did they do something so that each learner felt special?
5. Have you ever been aware of a female learner saying that she is not good in math because girls do not do well in math? Have you ever heard male learners make such a comment? Have you or your colleagues ever made such a statement. How did you react?
6. Do you recall an experience when the learners reacted negatively to you as an instructor? Were they reacting to you as a person, to the lesson itself, or to the context of the learning? What did you do in response to the negative behavior?
7. Have you ever been uncomfortable working with a learner or a colleague because they are lesbian or gay? Have you heard this from colleagues? Have you heard this from other learners? Describe your reactions.
8. Have you ever been uncomfortable working with a learner or a colleague because they are Muslim or middle eastern? Have you heard this from colleagues? Have you heard this from other learners? Describe your reactions.

9. Have you ever been uncomfortable associating with a colleague because they are “different” because of a fear of disapproval from others? Have you heard this from colleagues? Have you heard this from other learners? Describe your reactions.

## Module 1 – A Historical Perspective

### Selected Events in the Civil Rights Timeline

- 1492** When Columbus first came in contact with native people, he wrote: "They all go around as naked as their mothers bore them; and also the women." He also noted that "they could easily be commanded and made to work, to sow and to do whatever might be needed, to build towns and be taught to wear clothes and adopt our ways," and, "they are the best people in the world and above all the gentlest."
- 1636-37** Pequot War - Taking place in Connecticut and Rhode Island, the death of a colonist eventually led to the destruction of 600-700 natives. The remainder were sold into slavery in Bermuda.
- 1619-1860** Africans are enslaved and brought to the Americas. A political anti-slavery movement takes form in the North. Underground railroad helps slaves escape to free states and Canada.  
Slavery
- 1860-1865** Fearing that Lincoln will restrict slavery, 11 Southern states try to secede from the Union in order to maintain slavery as the "Southern way of life." Determined to preserve the union, Northerners oppose the Southern rebellion. Many are determined to defeat slavery, others fight to protect economic interests that secession threatens. In 1863 Lincoln issues the Emancipation Proclamation ending slavery (eventually).  
Civil War
- 1866-1877** Reconstruction promises land ("forty acres & a mule"), education, & freedom to former slaves. Large numbers of Blacks register to vote, and many are elected to office. The share-crop system replaces the chattel-slave system in the rural South.  
Reconstruction
- 1869** Susan B. Anthony and Elizabeth Cady Stanton form the National Woman Suffrage Association. The primary goal of the organization is to achieve voting rights for women by means of a Congressional amendment to the Constitution.
- 1877-1900** Southern Blacks are forced back into a status that is close to pre-Civil War slavery. Rise of Ku Klux Klan terrorism.  
Post-Reconstruction

- & Jim Crow** Denial of the vote to Blacks.  
Elimination of elected Black public officials.  
Massive theft of Black-owned land & destruction of Black businesses & towns.  
Segregation system of laws & customs imposed throughout South & MidWest.  
Plessy v Ferguson confirms "separate but equal" as legal basis of segregation.  
Conditions for Latinos living in the territory conquered from Mexico in the War of 1948 mirror those of Blacks living in the South & Mid- West.  
W.E.B. Dubois and others issue the Niagara Statement and found the NAACP in 1909.
- 1910-1970 Northern Migration** Massive migration of Blacks from the rural South to the urban/industrial North.  
Reinvigorated KKK spreads out of the South and into North and Mid-West.  
Post-WWI "race riots," in which white mobs violently attack and oppress Black communities.  
Marcus Garvey, Back-to-Africa movements, and rise of Black nationalism.  
Rise of the Harlem Renaissance, flowering of Black arts & culture.
- 1920** The 19th Amendment to the Constitution, granting women the right to vote, is signed into law by Secretary of State Bainbridge Colby.
- 1924** Indian Citizenship Act - This Congressional Act extended citizenship and voting rights to all American Indians. Some Indians, however, did not want to become US citizens, preferring to maintain only their tribal membership
- 1929-1941 Depression & New Deal** Collapse of the industrial and agricultural economy. Blacks are first fired or never hired. Massive unemployment and starving times.  
Rise of industrial unions (CIO), some integrated, a few of which actively fight racism.  
But many unions are not integrated and do not fight racism.  
FDR's "New Deal" provides hope and jobs to many. But most New Deal agencies & programs accommodate segregation rather than opposing it.  
NAACP and Black veterans of WWI struggle against discrimination against Blacks in New Deal programs.  
Within the White House, Eleanor Roosevelt acts as a "voice of conscience" against discrimination
- 1941-1950 World War II Era** Black GIs fight in a segregated military. All-Black units (most with white officers) perform heroically despite systematic discrimination within the service.  
The 442nd Regimental Combat Team of the United States Army, was composed of Japanese-American enlisted men and mostly Caucasian officers. They fought primarily in Europe during World War II, beginning in 1944. The families of many of its soldiers were subject to internment. The 442nd was a self-sufficient force, and fought with uncommon distinction in Italy, southern France, and Germany. The unit became the most highly-decorated regiment in the history of the United States Armed Forces, including 21 Medal of Honor recipients.  
Congress of Racial Equality (CORE) founded as a nonviolent direct-action organization.  
President Truman issues executive order 9981 integrating the armed services.

- 1945** Mexican-American parents sue several California school districts, challenging the segregation of Latino students in separate schools. The California Supreme Court rules in the parents' favor in *Mendez v. Westminster*, arguing segregation violates children's constitutional rights. The case is an important precedent for *Brown v. Board of Education* in 1954.
- 1942-1946** Japanese-American Internment This was the relocation and internment by the United States government in 1942 of about 110,000 Japanese Americans and Japanese who lived along the Pacific coast of the United States to camps called "War Relocation Camps," in the wake of Imperial Japan's attack on Pearl Harbor. All who lived on the West Coast of the United States were interned. Of those interned, 62% were American citizens.
- 1954** *Brown v. Board of Education* The Supreme Court rules on the landmark case *Brown v. Board of Education of Topeka, Kans.*, unanimously agreeing that segregation in public schools is unconstitutional. The ruling paves the way for large-scale desegregation. The decision overturns the 1896 *Plessy v. Ferguson* ruling that sanctioned "separate but equal" segregation of the races, ruling that "separate educational facilities are inherently unequal." It is a victory for NAACP attorney Thurgood Marshall, who will later return to the Supreme Court as the nation's first black justice.
- 1955** Montgomery Bus Boycott Montgomery, Ala. NAACP member Rosa Parks refuses to give up her seat at the front of the "colored section" of a bus to a white passenger, defying a southern custom of the time. In response to her arrest the Montgomery black community launches a bus boycott, which will last for more than a year, until the buses are desegregated Dec. 21, 1956. As newly elected president of the Montgomery Improvement Association (MIA), Reverend Martin Luther King, Jr., is instrumental in leading the boycott.
- 1957** Little Rock Nine Little Rock Nine (Little Rock, Ark.) Formerly all-white Central High School learns that integration is easier said than done. Nine black students are blocked from entering the school on the orders of Governor Orval Faubus. President Eisenhower sends federal troops and the National Guard to intervene on behalf of the students, who become known as the "Little Rock Nine."
- 1960** Woolworth's Lunch Counter in Greensboro (Greensboro, N.C.) Four black students from North Carolina Agricultural and Technical College begin a sit-in at a segregated Woolworth's lunch counter. Although they are refused service, they are allowed to stay at the counter. The event triggers many similar nonviolent protests throughout the South. Six months later the original four protesters are served lunch at the same Woolworth's counter. Student sit-ins would be effective throughout the Deep South in integrating parks, swimming pools, theaters, libraries, and other public facilities.
- 1961** Freedom Riders Over the spring and summer, student volunteers begin taking bus trips through the South to test out new laws that prohibit segregation in interstate travel facilities, which includes bus and railway stations. Several of the groups of "freedom riders," as they are called, are attacked by angry mobs along the way. The program, sponsored by The Congress of Racial Equality (CORE)

and the Student Nonviolent Coordinating Committee (SNCC), involves more than 1,000 volunteers, black and white.

**1962**  
James  
Meredith

James Meredith becomes the first black student to enroll at the University of Mississippi. Violence and riots surrounding the incident cause President Kennedy to send 5,000 federal troops.

**1963**  
Letter from  
Birmingham  
Jail

Martin Luther King is arrested and jailed during anti-segregation protests in Birmingham, Ala.; he writes his seminal "Letter from Birmingham Jail," arguing that individuals have the moral duty to disobey unjust laws.

During civil rights protests in Birmingham, Ala., Commissioner of Public Safety Eugene "Bull" Connor uses fire hoses and police dogs on black demonstrators. These images of brutality, which are televised and published widely, are instrumental in gaining sympathy for the civil rights movement around the world.

(Jackson, Miss.) Mississippi's NAACP field secretary, 37-year-old Medgar Evers, is murdered outside his home. Byron De La Beckwith is tried twice in 1964, both trials resulting in hung juries. Thirty years later he is convicted for murdering Evers.

(Washington, D.C.) About 200,000 people join the March on Washington. Congregating at the Lincoln Memorial, participants listen as Martin Luther King delivers his famous "I Have a Dream" speech.

(Birmingham, Ala.) Four young girls (Denise McNair, Cynthia Wesley, Carole Robertson, and Addie Mae Collins) attending Sunday school are killed when a bomb explodes at the Sixteenth Street Baptist Church, a popular location for civil rights meetings. Riots erupt in Birmingham, leading to the deaths of two more black youths.

**1964**

President Johnson signs the Civil Rights Act of 1964. The most sweeping civil rights legislation since Reconstruction, the Civil Rights Act prohibits discrimination of all kinds based on race, color, religion, or national origin. The law also provides the federal government with the powers to enforce desegregation.

(Neshoba County, Miss.) The bodies of three civil-rights workers—two white, one black—are found in an earthen dam, six weeks into a federal investigation backed by President Johnson. James E. Chaney, 21; Andrew Goodman, 21; and Michael Schwerner, 24, had been working to register black voters in Mississippi, and, on June 21, had gone to investigate the burning of a black church. They were arrested by the police on speeding charges, incarcerated for several hours, and then released after dark into the hands of the Ku Klux Klan, who murdered them.

**1965**

(Harlem, N.Y.) Malcolm X, black nationalist and founder of the Organization of Afro-American Unity, is shot to death. It is believed the assailants are

members of the Black Muslim faith, which Malcolm had recently abandoned in favor of orthodox Islam.

(Selma, Ala.) Blacks begin a march to Montgomery in support of voting rights but are stopped at the Pettus Bridge by a police blockade. Fifty marchers are hospitalized after police use tear gas, whips, and clubs against them. The incident is dubbed "Bloody Sunday" by the media. The march is considered the catalyst for pushing through the voting rights act five months later.

Congress passes the Voting Rights Act of 1965, making it easier for Southern blacks to register to vote. Literacy tests, poll taxes, and other such requirements that were used to restrict black voting are made illegal.

(Watts, Calif.) Race riots erupt in a black section of Los Angeles.

Asserting that civil rights laws alone are not enough to remedy discrimination, President Johnson issues Executive Order 11246, which enforces affirmative action for the first time. It requires government contractors to "take affirmative action" toward prospective minority employees in all aspects of hiring and employment.

**1966** (Oakland, Calif.) The militant Black Panthers are founded by Huey Newton and Bobby Seale.

**1967** Stokely Carmichael, a leader of the Student Nonviolent Coordinating Committee (SNCC), coins the phrase "black power" in a speech in Seattle. He defines it as an assertion of black pride and "the coming together of black people to fight for their liberation by any means necessary." The term's radicalism alarms many who believe the civil rights movement's effectiveness and moral authority crucially depend on nonviolent civil disobedience.

In *Loving v. Virginia*, the Supreme Court rules that prohibiting interracial marriage is unconstitutional. Sixteen states that still banned interracial marriage at the time are forced to revise their laws.

Major race riots take place in Newark (July 12–16) and Detroit (July 23–30).

**1968** (Memphis, Tenn.) Martin Luther King, at age 39, is shot as he stands on the balcony outside his hotel room. Escaped convict and committed racist James Earl Ray is convicted of the crime.

President Johnson signs the Civil Rights Act of 1968, prohibiting discrimination in the sale, rental, and financing of housing.

**1969**  
Stonewall  
Riots The Stonewall riots were a series of spontaneous, violent demonstrations against a police raid that took place in the early morning hours of June 28, 1969, at the Stonewall Inn, in the Greenwich Village neighborhood of New York City. They are frequently cited as the first instance in American history when people in the homosexual community fought back against a government-

sponsored system that persecuted sexual minorities, and they have become the defining event that marked the start of the gay rights movement in the United States and around the world.

**1972** Title IX of the Education Amendments bans sex discrimination in schools. It states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." As a result of Title IX, the enrollment of women in athletics programs and professional schools increases dramatically.

**1974**  
Lau v. Nichols In the case *Lau v. Nichols*, the U.S. Supreme Court reaffirms the 1970 memorandum, ruling students' access to, or participation in, an educational program cannot be denied because of their inability to speak or understand English. The lawsuit began as a class action by Chinese-speaking students against the school district in San Francisco, although the decision benefited other immigrant groups, as well.

**1982**  
Death of Vincent Chin Vincent Chin was a Chinese American beaten to death in June 1982 in Detroit, Michigan by Chrysler plant superintendent Ronald Ebens, with the help of his stepson, Michael Nitz. The murder generated public outrage over the lenient sentencing the two men originally received in a plea bargain, as the attack, which included blows to the head from a baseball bat, possessed many attributes consistent with hate crimes. Many of the layoffs in Detroit's auto industry, including Nitz's in 1979, had been due to the increasing market share of Japanese automakers, leading to allegations that Chinese American Vincent Chin received racially charged comments before his death. The case became a rallying point for the Asian American community, and Ebens and Nitz were put on trial for violating Chin's civil rights. Because the subsequent Federal prosecution was a result of public pressure from a coalition of many Asian ethnic organizations, Vincent Chin's murder is often considered the beginning of a pan-ethnic Asian American movement.

**1992**  
Los Angeles Riots Following acquittal of officers who beat Rodney King, 600 buildings are torched and 50 people killed, and \$1 billion in damage recorded.

**1993**  
César Chávez César Estrada Chávez (March 31, 1927 – April 23, 1993) was an American farm worker, labor leader, and civil rights activist who, with Dolores Huerta, co-founded the National Farm Workers Association, which later became the United Farm Workers (UFW).

A Mexican American, Chávez became the best known Latino civil rights activist, and was strongly promoted by the American labor movement, which was eager to enroll Hispanic members. His work led to numerous improvements for union laborers. His birthday, March 31, has become César Chávez Day, a state holiday in three US states. Many parks, cultural centers, libraries, schools, and streets have been named in his honor in cities across the United States.

**1996** National American Indian Heritage Month - President Clinton declared

November of each year to be National American Indian Heritage Month.

**2009**

Barack Obama

Barack Obama becomes first African American president of the United States.

President Obama signed the Lily Ledbetter Fair Pay Restoration Act, which allows victims of pay discrimination to file a complaint with the government against their employer within 180 days of their last paycheck. Previously, victims (most often women) were only allowed 180 days from the date of the first unfair paycheck. This Act is named after a former employee of Goodyear who alleged that she was paid 15–40% less than her male counterparts, which was later found to be accurate

**2009**

Matthew  
Shepard Act

On October 28, 2009 President Obama signed the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, attached to the National Defense Authorization Act for Fiscal Year 2010, which expanded existing United States federal hate crime law to apply to crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity, or disability, and dropped the prerequisite that the victim be engaging in a federally protected activity.

## Module 2 – Defining the Need for Culturally Responsive Education

**Culture consists of the values, traditions, worldview, and social and political relationships created, shared, and transformed by a group of people ... bound together by a common history, geographic location, language, social class, religion, or other shared identity” (Nieto & Bode, 2011)**

### The Global Outlook



Forty percent  
of the S&P 500's biggest corporations  
... do ... more than  
60 percent of their  
business abroad .

Big Money on Rise, Average Worker Losing.  
Hartford Courant 11/13/10



"I am somehow less interested in ...Einstein's brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops."

Stephen Jay Gould

### **Working Effectively with Students From Culturally Diverse Backgrounds**

- Today, one of every five children in the United States is from an immigrant family.
- By 2040 one of every three U.S. children is projected to be from an immigrant family.
- Nearly 80 percent of the new immigrants are people of color from Latin America, Asia, and the Caribbean.
- Approximately 75 percent of the new immigrants are of Spanish-speaking origin, although children speaking more than 100 different languages are entering U.S. schools.

### **Connecticut**

- the largest achievement gap between rich and poor students in the nation
- 50th out of 50 states in long-term job growth;
- has the second highest juvenile incarceration rate for Hispanic males and the third-highest for African American males;
- the largest increase in income inequality in the nation since 1988; and,
- in 2007, for the first time ever, spent more on its prisons than on its public higher education system.

CT Coalition for Achievement Now, Inc <http://www.conncan.org/>

### **Other Facts**

1. in 2003, CT had a higher percentage of Hispanic students in special education than all but 5 states
2. over the past 10 years CT has ranked #1 to #10 in most segregated state in the union

### **Empathy Deficit**

Researchers at the University of Michigan Institute for Social Research reported that college students now are 40 percent less empathetic than they were in 1979, with the steepest drop coming in the last 10 years. Students today are generally less likely to describe themselves as "soft-hearted" or have "tender concerned feelings for others" and more likely to admit that "other people's misfortunes" usually don't bother them, the Globe reported.

(Boston Globe, Oct 17, 2010)

### **High School–Graduating on Time**

Nationwide, nearly 30% of high school students don't graduate on time, and the figures are much lower for disadvantaged minority students than for White and Asian students.

Without a high school diploma, students' chances for success in college or the workplace are severely restricted.

### **The Model Minority Myth**

Five Asian Pacific American groups have the lowest college completion rates of any racial or ethnic group. (Hmong, Tongans , Cambodians, Laotians, Guamanians )



“ We are training teachers for the classroom of the 80's.” ..... Tyrone Howard

## Module 3 – Understanding and Working with Bias

### Essential Questions

- What do I understand about myself – my beliefs and values – that shape my actions as a culturally competent educator?
- How can I connect and communicate effectively with my students in order to provide culturally competent teaching?

### **I Believe We Can Change the World if We Start Listening to One Another Again.**

Simple, honest, human conversation.

Not mediation, negotiation, problem solving, debate, or public meetings.

Simple, truthful conversation where we each feel heard, and we each listen well.

This is how great changes begin, when people begin talking to each other about their experiences, hopes, and fears. “

From *Turning to One Another: Simple Conversations to Restore Hope to the Future*, by Margaret Wheatley.

# “Most people don’t listen with the intent to understand; they listen with the intent to reply”

Stephen Covey

- Listening
- 80% of awake time is spent communicating.
  - We spend 45 % of awake time listening.
  - 75% of the words are ignored, misunderstood or forgotten
  - Most adults listen actively for 17 seconds

## Active Listening

Active listening is a structured form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully, and then repeats, in the listener’s own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker--he or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more.

Often, the listener is encouraged to interpret the speaker’s words in terms of feelings. Thus, instead of just repeating what happened, the active listener might add *AI* gather that you felt *angry* or *frustrated* or *confused* when @. . .[a particular event happened]. Then the speaker can go beyond confirming that the listener understood what happened, but can indicate that he or she also understood the speaker’s psychological response to it.

Active listening forces people to listen attentively to others. It avoids misunderstandings, as people have to confirm that they do really understand what another person has said. It tends to open people up, to get them to say more. When people are in conflict, they often contradict each other, denying the opponent’s description of a situation. This tends to make people defensive, and they will either lash out, or withdraw and say nothing more. However, if they feel that their opponent is really attuned to their concerns and wants to listen, they are likely to explain in detail what they feel and why.

**Conflict Research Consortium**, University of Colorado, USA

## Constructivist Listening

I agree to listen and think about you in exchange for you doing the same for me.

## Constructivist Listening Guidelines

Each Person:

- Has equal time to talk.
- Does not interrupt, give advice or break in with a personal story.
- Agrees that confidentiality is maintained.
- Does not criticize or complain about others during their time to talk.



## *The Power of Listening*

- When was the last time you were fully listened to?
- How did you feel?
- Where and with whom do you do your best listening?

## Constructivist Listening

We use Constructivist Listening in order to:

- provide for an appropriate space for the expression of thoughts and feelings
- focus on the needs of the speaker
- foster opportunities to develop alliances across difference
- maximize limited time for efficient work

**Module 4 – Cultural Competence – Aspects of Culture & Global Skills**

**Comparing Cultural Norms and Values**

<b>Aspects of Culture</b>	<b>Mainstream American (U.S) Culture</b>	<b>Other Cultures</b>	<b>Implications for Teaching &amp; Learning</b>
Sense of self and space	Informal Handshake	Formal Hugs, bows, handshakes	
Communication and language	Explicit, direct communication Emphasis on content— meaning found in words	Implicit, indirect communication Emphasis on context— meaning found around words	
Dress and appearance	"Dress for success" ideal. Wide range in accepted dress	Dress seen as a sign of position, wealth, prestige Religious rules	
Food and eating habits	Eating as a necessity— fast food	Dining as a social experience Religious rules	
Time and time consciousness	Value on promptness— time = money	Time spent on enjoyment of relationships	
Relationships, family, friends	Value on youth, age seen as handicap	Age given status and respect	
Values and norms	Preference for direct confrontation of conflict	Preference for harmony	
Beliefs and attitudes	Gender equity	Different roles for men and women	
Mental processes and learning style	Problem-solving focus	Accepting of life's difficulties	
Work habits and practices	Emphasis on task	Emphasis on relationships	

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## Cross-Cultural Hooks

Another way to help get beyond irritations you may feel when encountering cultural differences is to identify the specific behaviors that bother you and then look deeper to understand the cultural programming that underlies them. Using the following cross-cultural hook list will help you do that.

Check if this has been an “irritation” for you.

- Discounting or refusing to deal with women.
- Speaking in a language other than English.
- Bringing whole family/children to appointments.
- Refusal to shake hands with women.
- No nonverbal feedback (lack of facial expression).
- No eye contact.
- Soft, "dead fish" handshake.
- Standing too close when talking.
- Heavy accent or limited English facility.
- Coming late to appointments.
- Withholding or not volunteering necessary information.
- Not taking initiative to ask questions.
- Calling/not calling you by your first name.
- Emphasizing formal titles in addressing people.

## ***Foundations of Cross-Cultural Understanding***

**All people are more alike than different.** Though the human brain notices differences more quickly than it recognizes similarities, the nature of the human experience guarantees that all people have a vast store of common qualities, experiences, attributes, and beliefs.

**The largest variable that effects society is that of individual variance.** Within any designated group, the full spectrum of possible expressions and experience exists.

**Within any identifiable group of people there is more diversity than between all groups of people.** We tend to obscure the vast degree of diversity that exists between members of a group to which we can give a label. Generalizations can lead to stereotyping, which can greatly hinder understanding.

**Our own cultural identity filters our perceptions of the world.** The integral nature of culture affects all our observations and expressions. The first phase of understanding is recognition of our own cultural identity, and assessment of the unconscious effects of culture that constantly influence our behaviors and attitudes.

**We must search for descriptive words that do not communicate value judgments.** Words like *strange, weird, unclean, primitive, underdeveloped, savage, minority* suggest inferior value, status, and a lack of respect. Because group or individual differences do not mean one is better than the other we must avoid using words that communicate any sense of net worth.

**It is important to use precise language, rather than general or vague words that may cause miscommunications.** Often conditional statements are more accurate than absolute ones. Phrases like "some people of this culture," or "in the past" can clarify examples and guard against the construction of stereotypes.

**Our beliefs, behaviors, and attitudes are greatly influenced by faulty historical "truths."** Scientists, theologians, historians, and philosophers have at times delivered interpretations as "fact" to establish the superiority of one group of people over all others. We must evaluate our beliefs with open minds to remove any vestiges of these prejudices.

## Seven Cultural Competence skills

**“the ability to think, feel and act in ways that are respectful of cultural diversity “**

1.	Demonstrates real empathy for the feelings, values, needs, and insights of other people
2.	Demonstrates good will.  In your interactions, be - flexible, positive, pleasant and sincere.
3.	Seeks out and learns more about other people,  - including their perceptions and expressions, including how you can learn from them.
4.	Able to deal with ambiguity.  - Hold off making judgments until essential facts are determined and possible outcomes are assessed. Understanding of the societal context in which decisions are made.
5.	Gives praise that is both acceptable and sincere.  Use caution if criticism is necessary.
6.	Invites trust by keeping confidences. Try to avoid embarrassing yourself or others.
7.	Uses creative feedback from others and gives it as well.

**Module 5 – Understanding Student Characteristics and Needs**

## Knowledge of Students' Characteristics: Definition and Checklist

Source: <http://www.intime.uni.edu/model/teacher/teac1.html>

### Definition

Dunn and Dunn (1992), among those who conceptualized students' learning styles, define learning styles as the way "each learner begins to concentrate on, process and remember new and difficult information" (p. 2). Only by examining each individual's multidimensional characteristics, can we identify that person's learning style (Dunn, Dunn, & Price, 1989). According to Gremler (1996), "an individual's learning style is the way that person begins to process, internalize and concentrate on new material" (p. 24). Each person learns in a unique way. There are similarities, of course, but "every person has a learning style – it is as individual as a finger-print" (p. 24). Howard Gardner's (1993) theory regarding the nature of intelligence stresses the importance of not viewing intelligence as a uni-dimensional construct, like the "general-factor," but rather as a series of independent intelligences: (a) verbal/linguistic, (b) logical/mathematical, (c) visual/spatial intelligence, (d) bodily/kinesthetic, (e) musical/rhythmic, (f) interpersonal, (g) intrapersonal, and (h) naturalistic.

### Checklist of Observable Behaviors

*Characteristics of student learning the teacher needs to take into account*

#### \_\_\_ 1. Verbal /Linguistic Intelligence:

- Asks lots of questions
- Enjoys talking
- Has a good vocabulary
- Can pick up new language easily
- Enjoys playing with words (e.g., word games, puns, rhymes)
- Enjoys reading
- Likes to write
- Understanding the functions of language
- Can talk about language skills
- Is good at memorizing names, places, dates, and trivia

\_\_\_ 2. Logical/Mathematical Intelligence:

- Enjoys solving puzzles
- Plays with numbers (counting)
- Wants to know how things work
- Is oriented toward rule-based activities
- Is interested in "if...then" logic
- Likes to collect and classify things
- Is analytical in approach to problems
- Does well at math, reasoning, logic, and problem solving

\_\_\_ 3. Visual /Spatial Intelligence:

- Likes to draw
- Likes to take things apart
- Likes to build things
- Enjoys puzzles
- Likes to doodle
- Has a keen eye for detail
- Has a good sense of parts to the whole
- Is mechanically adept
- Remembers places by descriptions or images
- Can interpret maps
- Enjoys orienteering
- Is good at imagining things, sensing changes, mazes/puzzles, reading maps and charts

\_\_\_ 4. Bodily/Kinesthetic Intelligence:

- Has a good sense of balance

- Has a good sense of rhythm
- Is graceful in movement
- "Reads" body language
- Has good hand-to-eye coordination
- Can solve problems through doing
- Can communicate ideas through gesture
- Has early ease in manipulating objects (e.g., ball, needle)
- Is good at physical activities (e.g., sports, dance, acting) and crafts

\_\_\_ 5. Musical/ Rhythmic Intelligence:

- Is sensitive to sound patterns
- Hums tunes
- Taps or sways in rhythm
- Discriminates among sounds
- Has a good sense of pitch
- Moves rhythmically
- Captures the essence of a beat and adjusts movement patterns according to changes
- Remembers tunes and sound patterns
- Seeks and enjoys musical experiences
- Plays with sounds
- Is good at picking up sounds, remembering melodies, noticing pitch/rhythms, and keeping time

\_\_\_ 6. Interpersonal Intelligence:

- Demonstrates empathy toward others
- Is admired by peers
- Relates well to peers and adults alike

- Displays skills of leadership
- Works cooperatively with others
- Is sensitive to the feelings of others
- Acts as a mediator or counselor to others
- Is good at understanding people
- Is good at organizing communicating, and sometimes manipulating people

\_\_\_ 7. Intrapersonal Intelligence:

- Can express strong like or dislike of particular activities
- Can communicate feelings
- Is aware of strengths and weaknesses
- Is confident of own abilities
- Sets appropriate goals
- Works toward ambition
- Is good at understanding self and focusing inward on feelings and dreams
- Is good at following own instincts
- Is good at pursuing own interests and goals
- Likes being original

\_\_\_ 8. Naturalistic Intelligence:

\_\_\_ 9. Immediate Environment: effect of sound, light, temperature, and furniture/setting design

\_\_\_ 10. Emotionality: student's own motivation, persistence, and responsibility

\_\_\_ 11. Sociological Preferences: effect of learning alone or in different-sized groups

\_\_\_ 12. Physiological Characteristics: effect of when and how students learn--time of day, food and drink, energy levels, and mobility while learning

\_\_\_ 13. Processing Inclinations: global, analytical, right/left, impulsive/reflective

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## Examples

### 1. Verbal/Linguistic Intelligence: Grades 5-8

To accommodate students' verbal/linguistic intelligence, a teacher initiates a "Vocabulary Bank" to connect new concepts with prior knowledge. Using a unit of study in which previous vocabulary words form a foundation for the next lesson, the teacher writes on the overhead or board four to seven key vocabulary words that students learned in previous units. The class reviews the definitions and discusses the importance of these words in the upcoming lesson or unit. Students are then invited to start a vocabulary section in their journals or notebooks. After reviewing the first set of words, the class identifies four to seven new key words and definitions to be studied in the lesson or unit. Students are encouraged to use their own words (and drawings if appropriate) to record meanings (Bellanca, 1997, p. 2).

### 2. Logical/Mathematical Intelligence: Grades 4-7

In this activity called "Math Jigsaw," students complete a variety of math practice problems presented in a lesson. This can be done before independent practice with students who benefit from sequential, step-by-step instruction or from working in a mixed-ability group. After providing direct instruction on a math topic, the teacher divides the class into pairs or trios and assigns practice problems to each group. The teacher coaches each group, insisting that all group members know how to explain their problem-solving methods, step by step. Concepts that need more clarification are retaught, highlighting the correct procedure (Bellanca, 1997, p. 62).

### 3. Visual/Spatial Intelligence: Grades 5-8

"Web Check" is designed to help 11- to 14-year-old students build on prior knowledge by learning more about a topic or concept. It can be used at the beginning of a new lesson, topic, unit, or semester. From materials the teacher assembles, cooperative groups of three to five students are asked to select four to six resources to reflect different aspects of the topic. Students review the materials and make two lists: what they know and what they want to know about the

topic. Each group then uses its list to create a newspaper or magazine ad, “selling” the study of the topic. The teacher posts the ads and discusses their content (Bellanca, 1997, p. 116).

#### 4. Bodily/Kinesthetic Intelligence: Grades 4-6

An activity named "Back to the Future" will help students review prior knowledge and connect it to a new topic by constructing a time-travel machine. This activity can be used at the beginning of a course or major unit. Materials needed are construction paper and art materials (crayons, scissors, glue), toothpicks, clothesline, and clothes pins. Working in cooperative groups of four to six, the students are provided with low-cost materials for constructing a time-travel machine. Each group chooses a year from the past or future. Using their textbooks and other resource materials, students explain in a one-page description how the information they learned relates to their selected year and how it could help others. The teacher can string a clothesline across the front of the room and attach each group’s description where it belongs along the time line (Bellanca, 1997, p. 162).

#### 5. Musical/Rhythmic Intelligence: Grades 3-4

The teacher can address musical/rhythmic intelligence using an activity called "Recall Rap" to help students understand how musical instruments produce sound and how the sound becomes music. A guest musician is invited to the class to demonstrate and discuss his or her instrument. After the demonstration, the teacher and students create a list about the instrument and how it works. Using this list to develop criteria for student-created instruments, the teacher invites students to bring in materials and work in groups to make instruments similar to the demonstrated one. After creating an instrument, each group shows its instrument and explains its features in relation to the criteria and the original instrument (Bellanca, 1997, p. 214).

#### 6. Interpersonal Intelligence: Grades 4-6

The "Teamwork Collage" activity helps students learn the individual behaviors that contribute to teamwork and the values of teamwork. Supplies include magazines, posterboards, scissors, and glue. The teacher forms heterogeneous groups of three students each and gives each group a set of magazines, scissors, glue, and two sheets of posterboard. Each group is to use the materials to make two collages: one showing teamwork and one showing individual performance. After the groups are done, the teacher posts the collages and ask volunteers from each group to explain their choices (Bellanca, 1997, p. 264).

#### 7. Intrapersonal Intelligence: Grades 6-7

In this “Autobiography” activity, students examine the characteristics of and write an autobiography. Students can use the activity throughout a lesson or unit to expand their writing abilities. They first study an appropriate sample autobiography, identifying its characteristics, such as personal story, interesting pace, connected incidents, and influence of background. They use a sequence chart or time line to model an arrangement of important life events. The teacher can also invite students to write and sequence their life histories, explaining sequencing events by using a chart or time-line event (Bellanca, 1997, p. 360).

### 8. Naturalistic Intelligence: Grades 2-3

The “Gardening Project” lets students create and care for a garden, using a botany unit integrated with mathematics and language arts. Materials/supplies needed are open land or garden plots, seeds or seedlings, gardening tools, string, and fertilizer. The class uses a prior knowledge identifier to determine what students know about gardens, to introduce the project, to create a class garden, and to brainstorm what they might learn from the whole experience. Working in groups of three, students preview the group tasks, which include measuring the plot, laying out the plot for four items (by rows or quarters); selecting what they will plant and how; and identifying appropriate roles or tasks for each group member. The teacher provides students with a selection of seeds or transplants (four types per group) and gives them planting and watering instructions. Students prepare the soil and design the plots. The teacher encourages students to record information about their gardening activities in a gardening journal. Students have to make weekly visits to the plots to thin plants, tend the soil, weed, water, and fertilize. They also have to harvest the crops and send samples home. They revisit the goals of the project and make a class list of what was learned (Bellanca, 1997, p. 372).

### 9. Immediate Environment: Grades 3-7

For a personal communication class, a teacher chooses a circle or semi-circle arrangement to give each student contact with every other student in class (Forte & Schurr, 1994).

Lighting in a classroom is also important. A teacher can redesign conventional classrooms with cardboard boxes and other usable items placed perpendicular to the walls to create quiet, well-lit areas and, simultaneously, sections for controlled interaction and soft lighting. The teacher might try turning off the lights and reading in natural daylight with underachievers or whenever the class becomes restless (Forte & Schurr, 1994).

Furniture design is another important element. For instance, a teacher can permit students who want to do so to work in chairs, on carpeting, sitting in bean bags or on cushions, or seated against the walls as long as they pay attention and perform as well as or better than they had previously (Forte & Schurr, 1994).

### 10. Emotionality: Grade 6

Liz is a highly motivated and persistent student. She does not require external structure and sometimes prefers to provide her own structure. For instance, for history class students are assigned to make a PowerPoint presentation about an important European city. However, Liz has her own ideas about how to do the presentation. In this case, the teacher needs to determine how to work with a student who imposes her own structure and doesn’t want to conform to class guidelines for the project.

The teacher decides to speak to Liz collegially and not address her in an authoritative or directive tone. He says, “Liz, it is important to me that you make this presentation. Before doing this, please search the Internet for information about that town. I know you can progress faster than most students, and I do not want you to become bored. However, if you do not find the material

interesting, speak with the librarian, who may be able to help you find multimedia on this topic. Or, you could see if our local museum has information that we don't have in our school library. Also, if you prefer, you can translate the material into a videotape and that might make the topic very interesting. Which of these alternatives makes sense to you?"

The teacher gives the student choices in order to get the project done. This seems to work for this student, who is responsible but nonconformist.

#### 11. Sociological Preferences: Grades 3-4

A teacher can construct a chart to show what students think team members are like when they go through each of the following stages: forming, storming, norming, performing, and adjourning. It has been said that a successful team in science or any other subject must go through these five developmental stages to function and complete the assigned task. Each of these stages has its own set of behaviors or characteristics (Forte & Schurr, 1994).

#### 12. Physiological Characteristics: Grades 4-6

To assure mobility while learning (as one example of a psychological characteristic), one science teacher requires that each student hold the name of an element in one hand. When she calls out a compound, the two who hold its component parts are required to come forward and place their signs together on the blackboard to signify that a combination of the chemicals forms that compound. For example, hydrogen (H) + chloride (CL) = hydrogen chloride (HCL).

For children who need food or drink while they concentrate, a teacher could permit them to bring raw vegetables to school. However, students need to understand firm rules: They must not make loud noises while eating, and they must throw away any food or drink leftovers so no food items remain in the classroom (Tingley-Michaelis, as cited in R. Dunn & K. Dunn, 1992).

#### 13. Processing Inclinations: Grades 4-7

Students could design an experiment to demonstrate which freezes first--hot or cold water. Students can find clues to this mystery in library books that describe air as an insulator, heat gradient, volumes of cold and hot water in equal containers, and the evaporation of hot liquids. Students also could visit or call a company that manufactures ice cubes commercially to find out why their ice cubes are clear whereas most people's refrigerators produce ones that are cloudy (Dunn & Dunn, 1992).

### References

Bellanca, J. (1997). *Active learning handbook for the multiple intelligences classroom*. Arlington Heights, IL: IRI/Sky Light Training and Publishing.

Dunn, R., & Dunn, K. (1992). *Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12*. Boston: Allyn and Bacon.

Forte, I., & Schurr, S. (1994). *Interdisciplinary units and projects for thematic instruction*. Nashville, TN: Incentive Publications.

## **PLANNING PROGRAMS TO BREAK DOWN CULTURAL BARRIERS**

### **Cultural Norms**

#### **Note:**

**Cultural norms are intended as general guides – not absolutes for all members of an ethnic group.**

Sources include: (Davis, G. & Rimm, S., 1997) (Dresser, N., 1996) (Education Alliance at Brown University, 2002) (Lynch, E. & Hanson M., 1997) (McPhatter, A., 1997) (Murphy, E. & Nesby, T., 2002) (Nash, K., 1999) (Pearson, M., 1995) (Robinson, L., 1998) (Sparks, S., 2000) (Srebalus, D. & Brown, D, 2001) (Ting-Toomey, S., 1999) (Vasquez, J., 1990).

### **AFRICAN AMERICAN CULTURE**

1. Expressiveness (in language, emotion, and gestures)
2. Strong kinship bonds, extended family networks, and connection to others in their ethnic group/community
3. Connection with heritage and history is strong
4. Informality, and flexibility to adjust to various conditions/situations
5. Collective orientation (value of group effort for the common interest)
6. Strong oral language tradition; humor and imagery in language
7. High-context communication (nonverbal cues, gestures, and expressions)
8. Religious, spiritual orientation; visible ties religious organizations
9. Extended family provides authoritarian child-rearing practices/guidance
10. Respect for the elderly and their role in the family
11. More oriented to situation than time; time is flexible
12. Use of Ebonics and use of slang in some subgroups
13. Ability to navigate between two cultures, high assimilation in some subgroups
14. Motion, body language, and touch are all valued
15. Education as a means to a better life
16. Value of African American colleges and universities
17. Direct eye contact when speaking, less eye contact when listening
18. Independent, competitive, and achievement oriented (pride in overcoming obstacles and barriers to success)
19. Importance of music (for communication, self- expression, spirituality)
20. Communicating with passion, expression, spontaneity, and animation

## AFRICAN AMERICAN LEARNING STYLES

- ⇒ Movement and kinesthetic abilities highly developed
- ⇒ Value imagination and humor
- ⇒ Ability to express feelings and emotions, both verbally and nonverbally; strong oral language tradition
- ⇒ Richness of imagery in informal language
- ⇒ Experience with independent action and self-sufficiency
- ⇒ Physical action orientation (learn by doing)
- ⇒ Learn quickly through hands-on experience, manipulative materials, and multiple stimuli
- ⇒ People oriented (focus on people rather than objects)
- ⇒ Resourcefulness, unique problem solving abilities
- ⇒ Tend to view things in their entirety--not in separate pieces
- ⇒ Preference for the oral mode of presentation in learning
- ⇒ Use of inferences, may approximate time/space/number
- ⇒ Alert, curious, good retention and use of ideas
- ⇒ Ability to navigate between two cultures, some subgroups have high assimilation to mainstream learning styles

### ASIAN AMERICAN CULTURE

1. "We" over "I"--support for the group has higher value than the individual
2. Use of self-control, self-denial, and self-discipline
3. Cooperation, non-confrontation, and reconciliation are valued
4. Formality and rules of conduct
5. Direct physical contact (particularly between men and women) should be avoided; public displays of affection are not acceptable
6. Dedication to the extended family, one's company or work, and community
7. Honor/status given to position, gender, age, education, financial status
8. Achievement and goal oriented, diligent, and persistent
9. Spiritualistic, humanistic, and often believe in fate
10. Contemplative, circular thinking (never making decisions in haste)
11. Tradition and conformity to the group are valued
12. Family solidarity, responsibility, and harmony
13. Traditional hierarchical family roles, children are extension of parents
14. Parent provides authority, expects unquestioning obedience
15. Mutual interdependence within the family unit and community
16. Hierarchy, role rigidity, status defined by ascription (i.e. birthright inheritance, family name, age, sex)
17. Emotionally controlled, modest, and stoic
18. Indirect and nonverbal communication used, often implied meanings
19. May avoid eye contact as a mark of respect to authority figures
20. High value placed on education, reverence/status given to teachers

### ASIAN AMERICAN LEARNING STYLES

- ⇒ High achievement motivation
- ⇒ Use of intuition in learning and problem solving preferred
- ⇒ High degree of self-discipline, self-motivation, self-control
- ⇒ High level of concentration and persistence on academics
- ⇒ Possible language barriers in some subgroups
- ⇒ Disagreeing with, arguing with, or challenging the teacher is not an option; this has to do with respect
- ⇒ Attitude toward discipline as guidance
- ⇒ Modest, minimal body contact preferred
- ⇒ Respects others, ability to listen and follow directions
- ⇒ Excellent problem-solving ability (female Asians have higher math scores than any other female ethnic group)
- ⇒ Indirect and nonverbal communication used, attitudes unfavorable to participate in discussion groups
- ⇒ Keen awareness of environment
- ⇒ Strong valuing of conformity may inhibit creative thinking

### **HISPANIC/LATINO CULTURE**

1. Personal and interpersonal relationships highly valued and come first
2. Strong extended family system more pronounced than other ethnic groups
3. Commitment to the Spanish language
4. Direct physical contact expected, affectionate hugging and kissing on the cheek are acceptable for both the same sex and opposite sex
5. Relaxed with time
6. Strong religious beliefs (primarily Catholicism)
7. Value cooperation--not competition
8. Courtesy, sensitivity, and formality in relationships
9. Collective orientation, group identity
10. Interdependence of the group, and loyalty to the family
11. Saving face, use of indirect communication
12. Tendency toward more traditionally defined family structure (father as head of house) and more defined sex roles
13. May use both the father and mother's surname
14. More overt respect for the elderly
15. Subgroups of highly educated and very affluent
16. Subgroups of extremely poor (for example, migrant farmers)
17. Past orientation, listens to experience
18. Independence/development of early skills not pushed in young children
19. High-context (nonverbal communication, gestures, and expressions)
20. Females may have restricted freedom (chaperones, group dating, etc.)

### **HISPANIC/LATINO LEARNING STYLES**

- ⇒ Large supportive extended family; the learning process benefits by involving the extended family often
- ⇒ Value cooperative group learning--not competitive learning
- ⇒ Most communicate fluently in native language (Spanish) within the family and ethnic community
- ⇒ If not bilingual, possible language barriers may arise without the assistance of a translator
- ⇒ Less independent and more modest
- ⇒ Children have unusual maturity/responsibility for their age
- ⇒ Youth initiate and maintain meaningful interaction and communication with adults (adults may also take the lead)
- ⇒ More affectionate and physically closer to others in class, conversation, asking questions, and all learning activities
- ⇒ Use intuitive reasoning (making inferences) naturally
- ⇒ Experience with giving advice and judgments in disputes
- ⇒ Eagerness to try out new ideas and work collaboratively
- ⇒ Value history, oral tradition, and visual/kinesthetic learning

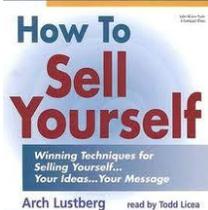
## **NATIVE AMERICAN CULTURE**

1. Individuality--approximately 550 tribes in the United States
2. Value cooperation--not competition
3. Avoidance of conflict, non-interference
4. Horizontal decision making, group consensus
5. Respect for nature and human's place within
6. Group life is primary, collective orientation
7. Respects elders, experts, and those with spiritual powers
8. Introverted, avoids ridicule or criticism of others if possible
9. Accepts "what is," holistic approach to life
10. Emphasizes responsibility for the family and tribal community
11. Seeks harmony and values privacy
12. Observes how others "behave," emphasis on how others "behave" and not on what they say
13. Incorporates supportive non-family or other helpers into family network
14. Native languages still used and taught in many tribal communities
15. Use nonverbal communication (gestures, expressions, body language)
16. Interconnectedness of all things, living and nonliving
17. Emphasis on preserving a natural balance, both in nature and life
18. Self-sufficient at an earlier age than other ethnic groups
19. Living in the here and now, time is flexible, actions are controlled and influenced by cultural traditions rather than linear time systems
20. Oral history, songs and dances, ceremonial activities, and reservation communities are all important aspects of Native American life

### NATIVE AMERICAN LEARNING STYLES

- ⇒ Oral traditions give value to creating stories, poems, and recalling legends; good at storytelling
- ⇒ Value cooperation--not competition; work well and communicate effectively in groups
- ⇒ Learn holistically; beginning with an overview or "big picture," and moving to the particulars
- ⇒ Trial-and-error learning by private (not public) experiences
- ⇒ Developed visual/spatial abilities, highly visual learners
- ⇒ Value life experiences in traditional learning
- ⇒ Value design and create symbols to communicate, often exhibit visual art talent
- ⇒ Often exhibit performing arts talent
- ⇒ Intuitive ability valued and well developed
- ⇒ Seeks harmony in nature and life, are good mediators
- ⇒ Excellent memory, long attention span, deductive thinkers
- ⇒ High use of nonverbal communication
- ⇒ Accept responsibility and discipline of leadership

### 7 Key Social Skills Influenced by Culture

	<p>1. Speaking Louder</p>
	<p>2. Learning “small-talk”</p>
	<p>3. Great Smile</p>
	<p>4. Learn Being Assertive</p>
	<p>5. Firm, confident Hand-Shake</p>
	<p>6. Good Eye Contact</p>
	<p>7. Learning Self-Promotion</p>

## Module 6 – Characteristics of Culturally Responsive Teachers & Schools

### What is Culture?

“**Culture** consists of the values, traditions, worldview, and social and political relationships created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, religion, or other shared identity”

(Nieto & Bode, 2011)

### Defining Culturally Responsive Teaching

Gay (2000) defines culturally responsive teaching as using the **cultural knowledge, prior experiences, and performance styles** of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. Gay (2000) also describes culturally responsive teaching as having these characteristics:

- It acknowledges the **legitimacy of the cultural heritages** of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of **meaningfulness between home and school** experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a **wide variety of instructional strategies** that are connected to different learning styles.
- It teaches students to **know and praise their own and each others' cultural heritages**.
- It **incorporates multicultural information**, resources, and materials in all the subjects and skills routinely taught in schools (p. 29)

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

### Teacher Expectations

- *Teachers often make snap judgments, based on their perceptions, about students and thus treat them differently*
- *Many teachers interact with students differently according to the student's race and socio-economic status*

Bennett, C., (2007). *Comprehensive Multicultural Education*.  
Boston: Pearson/Allyn and Bacon.

### **Teacher-Student Interactions**

The findings of Sadker and Sadker (1987) summarize a trend of repeated consistency found in research on teacher-student interaction conducted by other researchers.

In general, teacher-student interactions decrease in quality and quantity in descending order for white males, minority males, white females and minority females, although a number of studies indicate that black females receive more positive teacher-student intellectual interactions than do black males who typically experience frequent but negative interactions with teachers.

More specifically, the research literature documents the following findings:

#### **Teacher-Student Interactions**

- The findings of Sadker and Sadker (1987) summarize a trend of repeated consistency found in research on teacher-student interaction conducted by other researchers.
- In general, teacher-student interactions decrease in quality and quantity in descending order for white males, minority males, white females and minority females, although a number of studies indicate that black females receive more positive teacher-student intellectual interactions than do black males who typically experience frequent but negative interactions with teachers. More specifically, the research literature documents the following findings:
  1. Teachers praise white students more than African American students and most Hispanic students.  
AGREE \_\_\_ DISAGREE \_\_\_
  2. Teachers criticize African American and Mexican American students more than white students.  
AGREE \_\_\_ DISAGREE \_\_\_
  3. Teachers direct more questions to white students than to African American, Native American, and Hispanic students.  
AGREE \_\_\_ DISAGREE \_\_\_
  4. Teachers respond to more questions asked by white students than asked by African American and Native American students.  
AGREE \_\_\_ DISAGREE \_\_\_

5. Teachers discipline and verbally criticize working class white children more than middle class white students.  
AGREE \_\_\_ DISAGREE \_\_\_
6. Teachers are more authoritarian and less democratic or open with African American students than with white students.  
AGREE \_\_\_ DISAGREE \_\_\_
7. Teachers direct more questions to male students than to female students but are likely to direct more questions to white females than to African American and Native American males.  
AGREE \_\_\_ DISAGREE \_\_\_
8. When teachers praise African American students, the praise is likely to be routine rather than for a specific achievement or behavior. Praise for African American students is more often qualified than for white students.  
AGREE \_\_\_ DISAGREE \_\_\_
9. White teachers demonstrate more concern for white female students' academic work than African American females' academic work and demonstrate more concern for African American females' behavior.  
AGREE \_\_\_ DISAGREE \_\_\_

The research base to support the above findings for infusion into the teacher education curriculum is extensive (Datta, et al., 1999; Leacock, 1969; St. John, 1971; Rubovitz & Maehr, 1973; Brophy and Good, 1974; Byalick & Bersoff, 1974; Jackson & Cosca, 1974; U.S. Commission on Civil Rights, 1974; Appleford, et al, 1976; Dweck & Bush, 1976; Friedman, 1976; Persell, 1977; Laosa, 1977; DeMeis & Turner, 1978; Hillman & Davenport, 1978; Marwit, et al, 1978; McGhan, 1978; Gllilmet, 1979; Huffine, et al, 1979; SafiliosRothschild, 1979; Brophy and Evertson, 1981; Scritchfield & Picou, 1982; Smith, 1982; Tobias, et al., 1982; Buriel, 1983; Dusek & Joseph, 1983; Hamilton, 1983; Simpson & Erickson, 1983; Tobias, et al., 1983; L. Grant, 1984; Damico & Scott, 1985; L. Grant 1985; Mu oz-Hern ndez & Santiago Santiago, 1985; and Woolridge & Richman, 1985).

## **Becoming a Successful Teacher in a Diverse Classroom**

Adapted from What Successful Teachers Do in Diverse Classrooms  
(Glasgow, McNary, & Hicks, 2006)

### **Making Multicultural Connections**

- Be sensitive to the diversity in classroom
- Make sure white students get a multicultural education too
- Develop and promote positive ethnic identity
- Include multicultural works when developing a quality English curriculum

### **Include Students with Special Needs**

- Recognize that different cultures view disabilities differently
- Teach all students about disabilities to facilitate social acceptance
- Avoid excessive drills (math)

### **Cultivate Gender Sensitivity**

- Encourage discussion about gender equity issues
- Prevent gender inequities in classroom activities
- Consider how students sometimes treat male and female teachers differently

### **Including Students Who are Sexual Minorities**

- Create an emotionally and physically safe classroom environment
- Explore curriculum that includes minority sexual identity and sexuality
- Be Aware of the diverse and complex process of defining one's sexuality

### **Supporting Students Who Are Economically Disadvantaged**

- Teach group skills to help low-income students establish a positive and encouraging network to attend college
- Use Cooperative Learning & Testing
- Support equal access to extra-curricular activities

### **Meeting The Needs of English Language Learners**

- Be aware of low expectations for language minority students
- Careful use of cooperative learning groups
- Prepare for cultural and linguistic mismatch between teachers and students

### **Working With Parents**

- Help parents learn how to help their children succeed
- Involve minority and culturally diverse parents as resources in the classroom
- Consider negative and positive effects of homework on students and families

### **Establishing and Sustaining Your Professional Identity**

- Actively seek experiences to become more multicultural
- Internalize that cultural experience and perspective are different for each individual
- Become knowledgeable about adolescent culture

### **Technical Competence in Teaching Skills**

... (such as leading discussions and managing groups), solid knowledge of subject matter, and knowledge of how to teach are essential, but not sufficient for effective teaching.

Teachers' attitudes and expectations, as well as their knowledge of how to incorporate the cultures, experiences, and needs of their students into their teaching, significantly influence what students learn and the quality of their learning opportunities.

Darling-Hammond, L., & Bransford, J. (2005).

### **Three Criteria of Culturally Relevant Education**

1. Students must experience academic success.
2. Students must develop and/or maintain cultural competence.
3. Students must develop a critical consciousness through which they challenge the status quo of the current social order.

...

Gloria Ladson-Billings (1994)

### **Four Key Elements to Enable All Students to Achieve to High Standards**

1. High expectations for all students.
2. Cultural congruence in instruction.
3. Teacher knowledge and respect for cultural traditions.
4. Teaching strategies that promote meaningful participation.

Ken Zeichner (1995)

### **Cultural Questions That Competent Teachers Ask Themselves**

1. Do I recognize the power and complexity of cultural influences on students?
2. Are my expectations for my students culturally based or biased?
3. Am I doing a good job of seeing life from the perspective of my students who come from different cultures than mine?
4. Am I teaching the skills students may need to talk in class if their culture is one in which they have little opportunity to practice "public" talking?

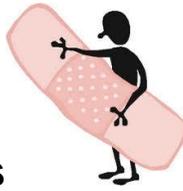
Valerie Pang (2005)

### **Six Practices of Culturally Responsive Teaching**

1. Teachers focus attention on students from traditionally marginalized backgrounds, who are also at the most risk of failing, to become empowered “intellectual leaders” in the classroom.
2. Teachers involve students meaningfully and fully into the learning community, instead of teaching them in an isolated ways.
3. Teachers acknowledge and utilize students’ true-life experiences as legitimate parts of the curriculum. This requires compassion and understanding of the lives students lead.
4. Teachers view literacy as not only the written words but the oral contributions.
5. Teachers and students work together to learn how to overcome the dominant social and political culture in order to succeed.
6. Teachers realize that the education of students involves more that just the rote mechanics of passing on knowledge. Teachers are also part social worker, part therapist and part advocate. The unjust lives that students may lead cannot be ignored in the continuum of education



### **SCHOOL EXPECTATIONS**



## Flesh-Colored Band-Aids

Assume you are visiting the classroom of another teacher whom you don't know well. Indicate how you would feel when that teacher says one of the comments in quotation marks or when you see the things described below. If you rated anything other than "1" please note why.

1. \_\_\_ Seemed normal; is there a problem?
2. \_\_\_ Confused; I don't understand.
3. \_\_\_ Surprised but not offended.
4. \_\_\_ Left out; invisible.
5. \_\_\_ Offended

1. "So, Alice, when you grow up, do you want to have a career or raise a family?"

1..... 2.....3.....4..... 5

2. "While this tribe's ritual may seem unusual to you, it's as common to them as your grandmother baking Christmas cookies is to us."

1..... 2.....3.....4..... 5

3. Classroom bulletin board in the spring with pictures associated with Easter (colored eggs, baskets, bunnies, etc.)

1..... 2.....3.....4..... 5

4. Assignment to create a family tree, at least three generations back.

1..... 2.....3.....4..... 5

5. "Feel free to use your home computer to research your project on the internet, write it, and illustrate it. There's lots of good clip art on the web these days."

1..... 2.....3.....4..... 5

6. "You speak English really well!" (to a child of Asian descent)

1..... 2.....3.....4..... 5

7. Schedule PTA meetings at 9:00 am the last Thursday of each month.

1..... 2.....3.....4..... 5



8. "So I'll order three pizzas, one with pepperoni and onion, one with sausage and mushrooms, and one with everything, okay?"

1..... 2.....3.....4..... 5

9. "Famous Americans" bulletin board with pictures and information about George Washington, Alexander Graham Bell, Thomas Jefferson, Bill Gates, Larry Bird, Norman Rockwell, Lewis and Clark, and General Custer.

1..... 2.....3.....4..... 5

10. "It's so hard to pronounce your name. "How about if we just call you 'Tom?'"

1..... 2.....3.....4..... 5

Created by Gina D. Shack, Ph.D. 2001.

## Seven Traits of Culturally Responsive Schools – a Checklist

1.  The curriculum content is inclusive, meaning it reflects the cultural, ethnic, and gender diversity of society and the world.
2.  Students are recognized and treated as intellectually capable, with particular attention toward those whose futures are most tenuous
3.  Instructional and assessment practices build on and legitimize students' prior knowledge, real-life experience, culture, and language
4.  Classroom practices stimulate students to construct knowledge, make meaning, and examine cultural biases and assumptions, drawing on linguistic and experiential resources they bring.
5.  Within the classroom and school, students practice participating as citizens in a diverse and democratic society.
6.  School-wide beliefs and practices foster understanding and respect for cultural diversity, and celebrate the contributions of diverse groups.
7.  School programs and instructional practices draw from and integrate community and family language and culture, and help families and communities to support the students' academic success.

Adapted from Strategic Teaching and Reading Project Guidebook. (NCREL, 1995, rev. ed.)

## **CHARACTERISTICS OF A MULTICULTURAL SCHOOL**

James A. Banks. University of Washington, Seattle

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An equally important issue concerns the characteristics of a multicultural school. Again, considerable thought has been given to this issue. The ten attributes described below are frequently cited as being those found within multicultural schools and have been summarized in the work of James Banks at the University of Washington.

1.  Teachers and administrators have high expectations and positive attitudes toward all students regardless of their backgrounds.
2.  The formalized curriculum reflects the experiences, cultures and perspectives of a range of cultural, racial and ethnic groups.
3.  Teaching styles match the learning styles and ways of knowing of diverse students.
4.  School personnel (teachers, administrators, etc.) show respect for the students' first languages and dialects.
5.  The instructional materials used in the school show events, situations and concepts from the perspectives of diverse groups of individuals.
6.  The assessment and testing procedures used in the school are culturally sensitive.
7.  The school culture and "hidden" culture (as evidenced by such things as the racial composition of the staff, the materials in halls and on bulletin boards, etc.) reflect cultural and ethnic diversity.
8.  School psychologists and counselors have high expectations for all students and help all students and their families to set high educational and career goals.
9.  The school has an effective plan for involving all parents in the school and for enhancing their children's and their own education.
10.  The school has a policy supportive of multicultural education that communicates its significance to the entire school community.

## CHARACTERISTICS OF A MULTICULTURAL TEACHER

University of California, Irvine – Ed173 Online Course

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With the increasing attention on preparing teachers to work effectively in classrooms having diverse groups of students, a good deal of attention has been given to the characteristics of successful multicultural teachers. The following seven attributes help describe the skills that enable teachers to create environments that respect and draw upon diversity.

1.  Understanding one's cultural perspective and how it affects the ongoing teaching/learning relationship, and that exploring this cultural issue is an ongoing process.
2.  Providing and promoting an atmosphere in which [cultural differences are respected](#) and explored. This atmosphere is one in which this process is not only academic, but also attitudinal and affective.
3.  Drawing upon the cultural experiences of students and parents in order to include authentic cultural perspectives in the curriculum.
4.  Flexibly adjusting and accommodating varied learning styles, building on students' strengths, and avoiding judgments and labels that might otherwise be placed on students.
5.  Being skeptical when using student evaluation tools and raising questions regarding the validity of all assessment instruments when used with students from culturally different groups than those on whom the norms were calculated.
6.  Understanding and communicating that all cultures have their own integrity, validity and coherence.
7.  Expanding students' knowledge of their own cultures and their capacity to appreciate differences in others, and helping them move toward a multicultural and global perspective in their thinking.

## **Summary of Culturally Responsive Education A Checklist – Does Your School Comply?**

- Schools should honor, respect, value and understand diversity in theory and practice.
- A culturally responsive education curriculum should be embedded with the concepts of Rigor, Relevance and Relationships. Rigor - exposing students to challenging class work with academic and social support; Relevance - demonstrating how students will use their learning; and Relationships - building caring and supportive connections with students, parents, and communities.
- Classroom and school-wide traditions, values and practices should reflect respect for family and community assets, including students' native languages, cultural experiences, and family knowledge.
- The curriculum content should reflect the cultural, ethnic, and gender diversity of society and the world.
- A culturally responsive education provides meaningful and valuable exposure to students, faculty and staff from different cultures, ethnicities, religions and other forms of differences.
- Teachers must be aware of their students' histories and community strengths taking into account the various styles and strategies that students employ for learning.
- Learning styles are influenced by students' personalities, cultural backgrounds and life experiences, therefore teachers should employ multiple pedagogical strategies so that students of all backgrounds learn in ways that are most comfortable for them while also expanding their learning repertoires.

**EVALUATING THE TOTAL MULTICULTURAL PROGRAM (James Banks)**

Directions for using this rating scale:

Check "NA" if the answer to the question is "not at all." Check "1" if the answer is "yes but very little." Check "5" if the answer is "yes, that aspect of our program is outstanding." Check the numbers from 2 to 4 if the response is somewhat between the extremes. By adding the points when you have finished rating your school, you can obtain a rough estimate of the general quality of your total multicultural educational program ("NA" = 0 points). The total number of points possible is 90.

1. Is information about U.S. ethnic groups included in all the courses in the school, including social studies, English, literature, physical education, home economics, and science?	NA	1	2	3	4	5
2. Is there a procedure for evaluating the treatment of ethnic groups in textbooks before they are adopted for use in the school? If so, to what extent is it effective?	NA	1	2	3	4	5
3. Are there pictures of minority groups in the classrooms and in the halls of the schools?	NA	1	2	3	4	5
4. Do the calendars in the school include information about ethnic holidays and outstanding Americans of ethnic origin?	NA	1	2	3	4	5
5. Do the foods served in the school cafeteria reflect the ethnic diversity of American life? If so, in what ways?	NA	1	2	3	4	5
6. Do school assemblies and plays reflect the ethnic diversity of American life? If so, to what extent?	NA	1	2	3	4	5
7. Are the teachers and administrators provided in-service workshops and activities where they can acquire content about American ethnic cultures and ways to teach about them?	NA	1	2	3	4	5
8. Does the school's professional library include books about American ethnic groups and ways to teach about them?	NA	1	2	3	4	5
9. Does the school's library include an ample number of books about American ethnic groups for all grade levels? If so, have the books been evaluated for the sensitivity to ethnic groups?	NA	1	2	3	4	5
10. Does the school library subscribe to ethnic magazines such as Ebony, Indian Historian, Amerasia Journal, Hispanic, and El Grito?	NA	1	2	3	4	5
11. Is there, or has there been, a curriculum committee created to devise ways to integrate the entire school curriculum with ethnic content? If so, did the committee solicit the help of specialists in ethnic studies?	NA	1	2	3	4	5
12. Are individuals from the various ethnic organizations within the community or in nearby communities frequently invited to speak to classes and in school assemblies?	NA	1	2	3	4	5
13. Does the school offer elective courses in ethnic studies? If so, what are they? _____ Do they provide the student with a range of courses that include information about all American ethnic groups, including Puerto Ricans, Filipino Americans, Cuban Americans, and Mexican Americans?	NA	1	2	3	4	5
14. Do school holidays and celebrations reflect the ethnic diversity of American life? If so, what specific holidays are celebrated? _____ How are they celebrated? _____	NA	1	2	3	4	5
15. Do bulletin boards and other displays in the school reflect the ethnic diversity of American life? If so, in what ways? _____	NA	1	2	3	4	5
16. Does the school district have an ample supply of films, videotapes, records, and other multimedia resources on American ethnic groups? If so, have they been evaluated for ethnic sensitivity?	NA	1	2	3	4	5
17. Has the school (or the school district) developed and implemented a policy to hire staff members who represent a range of racial and ethnic groups?	NA	1	2	3	4	5
18. Does the school encourage and support dialect and language diversity?	NA	1	2	3	4	5

Total School Score: \_\_\_\_\_

Recommended Actions:

- 1.
- 2.

## **No Child Left Behind: Now What Do We Need to Do to be Culturally Responsive?**

by Norma L. Day-Vines, Ph.D., and James M. Patton, Ph.D.  
from Link Lines, February/March 2003

Below are some evidence-based strategies for making NCLB culturally responsive in a manner that helps to truly close the achievement gap.

**Consider Own Attitudes, Biases and Assumptions.** Recognize biases and attitudes about culturally different children that may impede the ability to deliver culturally responsive teaching and related services. Well-constructed cultural competency training can help accomplish this goal (Patton & Day-Vines, 2002; Sue & Sue, 2003).

**Value Children's Language.** Much has been written about the fact that educators frequently do not value the language children bring to school, particularly when students' language of origin represents a marked departure from Standard English (i.e., Ebonics, Spanglish). For best results, educators should use the language students bring to school as a spring board to teach Standard English in a manner that doesn't disparage their mother tongue. Mothers are the people with whom children usually have the closest ties. Therefore, any action that disparages the mother tongue may in reality be demonstrating a disparagement of the children's cultural experience and identity (Hilliard, 2002; Nieto, 1996).

**Recognize that the Culture of the School and the Culture of the Child's Family May Not Be Well Synchronized.** School cultures often approximate "white middle class norms." These norms tend to consist of a preference for nuclear versus extended families, an emphasis on the individual as opposed to the collective, competition versus interdependence, scientific versus intuitive ways of knowing, and communication patterns are verbally rather than nonverbally oriented. These cultural differences are often competing and contradictory and may create distress for some students. Teachers must recognize that differences do not necessarily constitute deficiencies (Kalyanpur & Harry, 1999).

**Recognize the Cultural Values Children Bring to School** and incorporate them into pedagogical styles. For instance, relationships are highly prized among many African American children and other marginalized culturally diverse groups. Therefore, many of these children are not receptive to the learning experience unless they have a viable relationship with the teacher and opportunities to work cooperatively with other children. Cultivating classroom climates that engender a sense of kinship and affiliation is important to ensure success for culturally diverse students (Ladson-Billings, 1994b).

**Consider the Importance of Code Switching Among African American Children.** Code switching is a practice in which individuals alter their behavioral patterns to conform to the current environment. For example, African American youngsters may

speak and behave in the Black English vernacular when interacting with African American peers, yet modify speech and behavioral patterns to coincide with the norms and expectations valued in more integrated settings. This behavior is not unusual. It demonstrates efforts to successfully navigate multiple and simultaneous cultural markers, norms, and values such that they engage in communication and behavioral patterns that are situationally appropriate (Celious & Oyserman, 2001).

**Incorporate African American Children's Need for Multisensory Stimulation into Pedagogical Styles.** Develop lesson plans that are interactive and stimulate students' visual, auditory, and kinesthetic senses simultaneously in an effort to increase interest and motivation in learning (Ladson-Billings, 1994a).

**Provide Culturally Relevant Instructional Materials.** NCLB mandates improved performance in reading, and later, mathematics and science. In an effort to make the curriculum more culturally relevant, it is imperative to provide, among instructional materials, core content texts, literature, and arts, materials that are by and about African Americans. This includes historical descriptions of African Americans who have made significant contributions to this country and the world (Ladson-Billings, 1994a).

**Affirm Students' Cultural Identity with Power-Enhancing Confidence Builders to Enable Their Successful Development.** Often because of prior negative experiences in schools and in society, African American students equate academic success with “acting white.” Consequently, they feel compelled to choose between social acceptance by peer group members or academic success. Teachers can help students recognize that they can maintain a positive Black identity and work towards academic success simultaneously. The two goals do not have to be mutually exclusive (Nieto, 1996; Patton & Day-Vines, 2002).

**Promote Family Involvement and Community Partnerships.** Foster culturally reciprocal relationships in which parents, families, and communities are brought into full and authentic partnership with schools and enlist families' knowledge and understanding of their children and communities as resources for improving educational outcomes. For instance, during parent-teacher conferences invite parents to share their concerns, expectations, and recommendations for how to work more effectively with their children. As educators, we may have curriculum expertise, but parents, family members, and community leaders often have other detailed and important information about children from which teachers can benefit (Billingsley & Caldwell, 1991; Day-Vines, 2000; Kalyanpur & Harry, 1999).

**Maintain High Expectations for All Children.** Harboring low expectations for children is debilitating because it conveys to children a sense that they are inadequate. Furthermore, once children internalize this belief, feelings of inferiority abound, and children are more likely to view themselves as self-fulfilling prophecies (Delpit, 1995; Nieto, 1996).

**Avoid Filtering All Behavior Through the Singular Lens of Race, Ethnicity, Culture or Class.** Frequently, it is convenient and tempting to attribute a child's behavior solely to her or his racial or cultural background. While it is important to recognize and respond appropriately to cultural cues, it is more important to recognize the child as an individual first and foremost, and then consider cultural contexts that may influence behavior (Sue & Sue, 2003).

**Seek out New Information from Cultural Informants**, who are members of an indigenous culture who can provide considerable insight into aspects of the culture that may be unfamiliar to outsiders. Usually, cultural informants are bicultural, that is, they can maneuver fluently both in mainstream American culture and in their own indigenous culture, while respecting the central properties of both. Often their ability to commute between two very disparate cultures permits them to understand the expectations of both their own and the culture of the “other.” These individuals serve as guides and have an abundance of resources upon which classroom teachers can capitalize (Patton & Day-Vines, 2002).

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**Module 7 – Families as Partners in Education** }

**Cultural Differences?**

<b>Promoting Understanding of Different Cultures</b>	<b>Circle one for each question.</b>			
1. The school’s racial and cultural diversity is recognized and openly discussed in a constructive way at parent group and faculty meetings, school council meetings, and discussion groups that include staff and families.	Already do this	Could do this easily.	This will take time.	This will be hard.
2. The school’s curriculum reflects cultures of families, and there are books and materials about families’ cultures in classrooms and the library/media centers.	Already do this	Could do this easily.	This will take time.	This will be hard.
3. Families’ cultural traditions, values, and practices are discussed in class.	Already do this	Could do this easily.	This will take time.	This will be hard.
4. Activities and events honor all the cultures in the school.	Already do this	Could do this easily.	This will take time.	This will be hard.
<b>Recognizing &amp; Addressing Class and Language Differences</b>	<b>Circle one for each question.</b>			
5. The PTA/PTO is not dominated by any one group of parents, and its officers reflect the school’s diversity.	Already do this	Could do this easily.	This will take time.	This will be hard.
6. Extra efforts are made to recruit and welcome all families, and families of all backgrounds are involved at the school.	Already do this	Could do this easily.	This will take time.	This will be hard.
7. School activities and events are planned with parents and respond to their interests.	Already do this	Could do this easily.	This will take time.	This will be hard.

<p>8. Interpreters are available for all meetings and events, and report cards, newsletters, signs, and other communications are translated into the school’s major languages.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p>9. English-speaking staff and families make an effort to mix with families who speak other languages.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p><b>Addressing Issues of Race and Racism</b></p>		<p><b>Circle one for each question.</b></p>		
<p>10. School staff and families use books and stories about different groups’ experiences, including African Americans, to stimulate discussions about their own backgrounds and values.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p>11. Teachers and other staff use “teachable moments” and stories from local media to comment on and discuss racially motivated incidents.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p>12. Professional development for staff explores negative attitudes, practices and expectations for students of color, and aims to create high standards, rigorous practice, and increased expectations for all students.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p><b>Welcoming and Respecting All Families</b></p>		<p><b>Circle one for each question.</b></p>		
<p>13. Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p>14. The school has a system for helping staff and students learn how to pronounce all students’ first and last names correctly.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>
<p>15. Front office staff is warm and welcoming to all families and visitors and compliment family members on their contributions.</p>	<p>Already do this</p>	<p>Could do this easily.</p>	<p>This will take time.</p>	<p>This will be hard.</p>

Use the following questions to reflect on the answers from your checklist.

In which areas are you doing well?

In which areas are you **not** doing well?

How are parents and the parent organization involved in addressing differences?

What are your concerns?

<b>What steps could you take to address culture, race, class and other differences?</b>	
Right now?	Over the long term?

This checklist is taken from:

Beyond the Bake Sale—The Essential Guide to Family-School Partnerships (2006)  
by

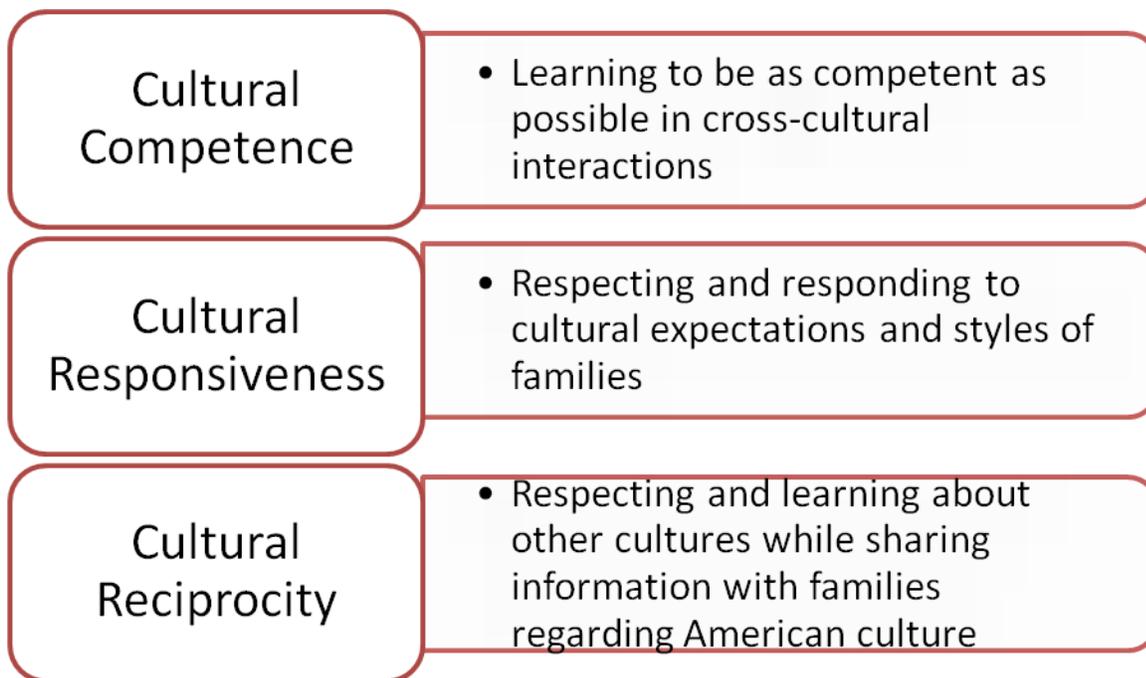


Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies  
(pages 146-149).

**Parent and Family Engagement**

<p>What do Families Want from Schools?</p> <ul style="list-style-type: none"> <li>• Safe and caring environment</li> <li>• Regular communication</li> <li>• Treated with respect</li> <li>• Academic and behavioral support</li> <li>• Assist with homework</li> </ul>	<p>What do Schools Want from Families?</p> <ul style="list-style-type: none"> <li>• Safe and caring environment</li> <li>• Parent involvement</li> <li>• Academic and behavioral support</li> <li>• Timely response</li> <li>• Support homework</li> </ul>
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**Parent and Family Engagement**



Building Culturally Responsive Relationships, 2006

### **Barriers To Effective Communication**

*“Culturally diverse communities have been told through overt and covert avenues that they are not as good as white students and will not do as well because of their background. They overhear teachers say things like, well, you can't expect anything else from these children. Their parents don't care and they come from transient families.” (Diaz, 2001)*

- *“They are illiterate”*
- *“They don't help their children with their homework”*
- *“They take their children to Mexico for almost anything throughout the school year and keep them away from school for weeks. How can the children learn this way?”*
- *“They just don't care as much as the other parents do”*

(Quiocho & Daoud, 2006)

### **Barriers To Effective Communication**

- Contrary to the belief held by many teachers and school personnel, Latinos parents DO care and value education.
- Studies indicate that minority parents do care about their children's academic success and want to be involved in their children's schooling (Trumbellet al., 2001).
- Research shows that when parents participate at school and encourage learning at home, children tend to be more successful at all grade levels

(Fan & Chen, 2001; Jeynes, 2003 as cited in Wong & Hughes, 2006).

# **School-Family-Community Partnerships for Student Success**

## **Comprehensive Approach:**

- 1. Parent Education**
- 2. Communicating and Creating a Welcoming Climate**
- 3. Volunteering**
- 4. Supporting Learning at Home**
- 5. Decision-Making and Advocacy**
- 6. Collaborating with Community**

## **School-Family-Community Partnerships**

<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCP.pdf>

School-Family-Community Partnerships-Policy and Guidance

<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCPPolicyGuidance.pdf>

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The Connecticut Center for School Change - <http://www.ctschoolchange.org/> Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams

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Racial Bias - [http://www.tolerance.org/tdsi/uir\\_racial\\_bias](http://www.tolerance.org/tdsi/uir_racial_bias)  
Racial/Ethnic Identity - [http://www.tolerance.org/tdsi/uir\\_ethnic\\_identity](http://www.tolerance.org/tdsi/uir_ethnic_identity)  
Basics Skills First, Higher Order Thinking Later -  
[http://www.tolerance.org/tdsi/cb\\_basic\\_skills\\_first](http://www.tolerance.org/tdsi/cb_basic_skills_first)

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